

HOLLYWOOD ELEMENTARY

1261 Hollywood Road
Saluda, SC 29138

GRADES PK-5 Elementary School

ENROLLMENT 350 Students

PRINCIPAL Tammie Shore

864-445-8333

SUPERINTENDENT Dr. Pete Stone

864-445-8441

BOARD CHAIR Allen Harmon

864-445-7249

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

10

Good

63

Average

28

Below Average

1

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

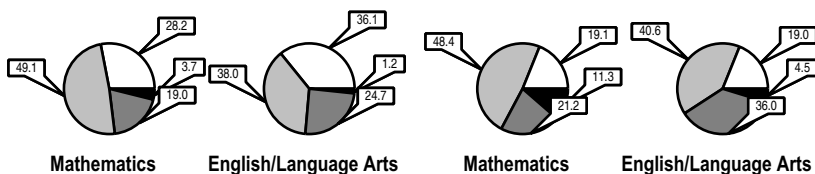
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	176	100.0	35.0	38.7	25.2	1.2	38.7	Yes	Yes
Gender									
Male	91	100.0	38.4	45.3	14.0	2.3	33.7		
Female	85	100.0	31.2	31.2	37.7	0.0	44.2		
Racial/Ethnic Group									
White	122	100.0	29.3	42.2	26.7	1.7	41.4	Yes	Yes
African-American	39	100.0	45.9	32.4	21.6	0.0	32.4	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	100.0	60.0	20.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	148	100.0	30.9	41.2	26.5	1.5	42.6		
Disabled	28	100.0	55.6	25.9	18.5	0.0	18.5	I/S	I/S
Migrant Status									
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	167	100.0	33.8	39.5	25.5	1.3	39.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	34.4	38.8	25.6	1.3	39.4		
Socio-Economic Status									
Subsidized meals	107	100.0	46.3	35.8	16.8	1.1	27.4	Yes	Yes
Full-pay meals	69	100.0	19.1	42.6	36.8	1.5	54.4		

Mathematics - State Performance Objective = 15.5%									
All Students	176	100.0	28.2	49.1	19.0	3.7	38.0	Yes	Yes
Gender									
Male	91	100.0	26.7	51.2	18.6	3.5	37.2		
Female	85	100.0	29.9	46.8	19.5	3.9	39.0		
Racial/Ethnic Group									
White	122	100.0	23.3	49.1	22.4	5.2	44.0	Yes	Yes
African-American	39	100.0	37.8	51.4	10.8	0.0	24.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	100.0	50.0	40.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	148	100.0	24.3	50.7	20.6	4.4	42.6		
Disabled	28	100.0	48.1	40.7	11.1	0.0	14.8	I/S	I/S
Migrant Status									
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	167	100.0	27.4	49.7	19.1	3.8	38.9		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	27.5	49.4	19.4	3.8	38.8		
Socio-Economic Status									
Subsidized meals	107	100.0	34.7	53.7	10.5	1.1	26.3	Yes	Yes
Full-pay meals	69	100.0	19.1	42.6	30.9	7.4	54.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	54	100.0	20.0	36.0	42.0	2.0	44.0
	Grade 4	61	100.0	36.4	45.5	16.4	1.8	18.2
	Grade 5	61	96.7	39.3	48.2	12.5	N/A	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	52	100.0	11.5	38.5	46.2	3.8	50.0
	Grade 4	58	100.0	36.4	41.8	21.8	N/A	21.8
	Grade 5	66	100.0	50.8	36.5	12.7	N/A	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	54	100.0	20.0	54.0	22.0	4.0	26.0
	Grade 4	61	100.0	21.8	54.5	21.8	1.8	23.6
	Grade 5	61	100.0	22.4	62.1	10.3	5.2	15.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	52	100.0	21.2	53.8	19.2	5.8	25.0
	Grade 4	58	100.0	23.6	52.7	21.8	1.8	23.6
	Grade 5	66	100.0	36.5	42.9	15.9	4.8	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 350)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.1%	Up from 1.3%	2.8%	2.7%
Attendance rate	96.1%	Up from 95.1%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%		3.2%	3.5%
Eligible for gifted and talented	12.8%	Down from 13.3%	15.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Down from 5.3%	9.2%	8.2%
Older than usual for grade	1.7%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	34.8%	Down from 42.3%	52.0%	51.4%
Continuing contract teachers	91.3%	Up from 84.6%	90.9%	87.5%
Highly qualified teachers**	93.8%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	78.2%	Up from 77.3%	88.0%	86.7%
Teacher attendance rate	96.2%	Up from 95.7%	95.0%	94.9%
Average teacher salary	\$37,570	Up 0.9%	\$40,869	\$40,760
Prof. development days/teacher	11.7 days	Down from 13.1 days	12.3 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.8 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 89.2%	90.3%	90.0%
Dollars spent per pupil*	\$5,896	Down 7.8%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	58.6%	Down from 63.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Hollywood Elementary School is to academically prepare each child for the next grade level while providing a challenging curriculum in a safe, supportive environment. Hollywood Elementary has a strong, dedicated faculty and staff working together to educate our students. Our ultimate goal is to teach students to teach themselves so they will be self-sufficient, productive citizens.

To obtain this goal, our faculty and staff have worked tirelessly to make improvements to our curriculum. Fourteen of our teachers and two administrators were trained extensively in our balanced literacy program. All English/ Language Arts teachers are currently fully implementing guided reading and shared reading. Teachers are utilizing the Observation Survey and Running Records to assess all students. A literacy coach is on staff to assist teachers with the implementation of the balanced literacy. We have established an extensive leveled text library. We are continuing to place an emphasis on small class sizes, which helps teachers to be more effective in instructing students and builds their classroom for success. Teachers are given large blocks of time to provide quality-reading instruction.

Our math PACT scores revealed that approximately 80% of our students are basic or above. To improve and support our math program, we are implementing a math academy. Students are given a math assessment and are then placed according to their performance. Students are instructed for 45 minutes daily on identified math skills.

Hollywood Elementary established a sheltered ESOL program. Students are assessed and are then served for up to 2 ½ hours daily according to their needs. Our ESOL instructor teaches the students English while implementing our balanced literacy program.

Hollywood Elementary continues to have a strong parent organization (PACE). Working together, we were able to sponsor an exciting Family Literacy Night where every child received 4 free books, a Family Math and Science Night, and a Parent Technology Night. PACE provided a wonderful new playground for the enjoyment of our students. Our school community participated in exemplary service learning programs, such as Ronald McDonald House, American Heart Association, and the American Red Cross.

Hollywood Elementary looks forward to the 2004-05 school year. During this school year, our focus will be to continue to provide a strong foundation in reading through our balanced literacy program, to have more community involvement, and align our student report cards with our curriculum. We are embracing the new school year and are committed to striving for academic excellence.

Tammie Shore, Principal

Marcie Enlow, School Improvement Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	62	44
Percent satisfied with learning environment	87.5%	80.3%	88.4%
Percent satisfied with social and physical environment	100.0%	78.7%	90.7%
Percent satisfied with home-school relations	87.5%	87.1%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.